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EDUCATION ONTARIO



Ministry
of
Education

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Ministry of
Colleges and
Universities

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Mandatory drug education will begin for all Ontario schools in 1989-90



Drug education will be mandatory in Ontario schools for the first time starting in the 1989-90 school year, Education Minister Chris Ward has announced.

As a first step toward better drug education, the Ministry released a new draft

curriculum guideline on physical and health education in September. Developed over the past two years, the guideline makes mandatory a number of drug education topics from grades four through 10.

Under the new guideline, education about tobacco will be mandatory for

students from grades four through 10, Mr. Ward said. In grades seven through 10, learning about alcohol and drugs such as marijuana and cocaine will be mandatory for the first time.

Teachers, school boards and many different organizations have been working to get a strong anti-drug message across to children, Mr. Ward said. However, he added, more can and must be done.

In addition to the commitment to mandatory drug education, the Ministry will undertake other initiatives to help Ontario schools be leaders in drug education:

- the Ministry will take steps to ensure that teachers have access to up-to-date resource lists of drug education materials;
- the Ministry will help cover the cost of having one representative from each Ontario school board attend this year's conference of the Drug Education Coordinating Council on October 31 and November 1 in Toronto. Boards with minority-language sections will be provided with subsidies for two representatives; and
- the Ministry will strongly urge each Ontario school board to develop a comprehensive drug policy for its jurisdiction.

The Ministry has also participated in several activities to stimulate and provide support to effective programs in drug education.

For example, the Ministry co-operated with the Ontario Association of Chiefs of Police in the development of a drug education program, "Consider the Source", for Grades 4 and 5, and developed a program for Grades 7 and 8 with the Ontario Association of Chiefs of Police. "With Friends Like That!" focuses on decision-making strategies.

The Ministry also developed, with the Ministry of Transportation, a program, "Three For the Road", on drinking and driving. A copy of three films and a teacher's guide was distributed at no cost to every school board in the province for use in health education and driver education programs.

In addition, the Ministry provides representation to the Ministry of the Attorney-General's Inter-Ministry Committee on Drinking and Driving, and has distributed the booklets *Cannabis: Adverse Effects on Health and Cannabis, Health, and the Law* to every school in Ontario in co-operation with the Addiction Research Foundation.



Ravi Vakil proudly displays the gold medal and certificate he won at this year's high school world mathematics championship

Math whiz captures gold

"a and b are positive integers. $a^2 + b^2$ is an integer. Show that it is a perfect square."

Wrap your brain cells around that one, then think about having to answer five more like it. For Etobicoke's Ravi Vakil, solving those mathematics puzzlers added up to a gold medal in July at the high school world championships in Canberra, Australia.

The former Martingrove Collegiate Institute student scored 40 out of a possible 42 points to earn the gold. Only 18 of the 268 students from around the world who participated in the event received gold medals based on the marks they received from the judges.

Ravi says the contestants spent more than four hours on each of two days answering six questions. High school math helps only partially, he adds, because the competition questions are designed to make students think in ways different from the usual classroom exercises.

"You practise by trying to get your mind

in shape," Ravi says. "Before the championships you work on different problems and have to think of ways of approaching questions from different angles."

Ravi, who is now in his first year at the University of Toronto, always did well in math, but only started to excel in Grade 9. Despite his mathematics success, he is still unsure of what subject his major will be at university.

The kind of "thinking math" Vakil enjoys may not lend itself to a career, and he's considering other subjects such as political science, economics and physics. He does plan, however, to test his skills in a North American university math contest in December.

Ravi won a number of competitions throughout his high school career and says classes at Martingrove allowed him to proceed at his own pace.

Did being a math whiz mean fellow students constantly bugging him for help? "I tried to keep the whole math thing low key at the school ... but if friends asked for help I gave it."

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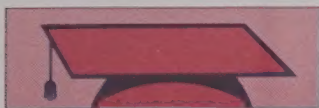
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Postsecondary



Discovery '88: a camp with an intellectual twist

The students walked in the woods, turned a classroom into an artistic replica of a tropical rain forest and debated environmental issues in a mock trial.

It wasn't your usual summer camp, but Discovery '88 at York University in July and August had all the same qualities. Groups of kids engaged in various activities throughout the summer months and under the watchful eyes of young adults.



Elizabeth Cockle puts the finishing touches on an "animal" for the replica of a tropical rain forest made by students at Discovery '88.

But the programs at this "camp" had a more intellectual bent. Even the sports activities were designed to give the students an appreciation of how difficult it is for Third World countries to develop and finance teams for this year's Olympics in Seoul.

"Parents want their children to come here because it's an intellectual exercise," says Dyanne Gibson, associate director of admissions/liaisons at York. "But the kids

come here because they have a good time. If they really get into the fact that this is something they don't normally do, then their interest is peaked."

Discovery '88, now in its seventh year, brings children aged nine to 14 together for two-week periods in the summer to study such courses as law, computer studies and international affairs.

A \$5,000 grant from the Ministry of Environment paid for the production of a handbook which students can take back to their school this fall to use as a resource, Ms. Gibson said. The teaching is generally done by university students who get valuable teaching experience from the program.

The students pay a fee for the course but bursaries are available, Ms. Gibson said.

Charlene Easton, an environment education consultant who helped with this year's program on global issues, says that although the courses are short, the students are able to get a good understanding of world and environmental issues.

Classes were generally unstructured, but students were learning such topics as ecological and legal issues in South Moresby (an island in the Queen Charlotte archipelago), computer applications to forestry and agriculture, and the need for wilderness and park space in urban areas throughout the world.

"I want the students to go away with an appreciation of the scope of global problems," instructor Charles McRobert said, after leading his class through some forested area on York's campus. "I also hope they internalize (the role of environment) and think about how it affects them."

Although some students admitted it was their parents' idea for them to attend the courses, most seemed to be enjoying the variety of activities available. Some said they looked forward to returning for future sessions.

Articulation program bridges gap

The road to college should be smoother for several North York high school students this year thanks to a new program from Seneca College of Applied Arts and

Technology.

The "articulation" program, unique in Canada, bridges the gap between secondary education, post-secondary education and the world of work. Seneca's Vicki Milligan, chair of the articulation program, says it allows students to study

subjects in high school that are directly linked with what they want to pursue at community college.

There are two parts to the program: the first is to co-ordinate the curricula between Seneca and secondary schools, and give students the opportunity to be eligible for preferred entry to designated college programs. The second is to increase students' knowledge of career options and college programs.

"The articulation program is aimed at all students," Ms. Milligan said. "But pri-

marily it is for general level students because they tend not to be as focused (about their future)."

The program is only available at the North York Board of Education this year, specifically through Georges Vanier Secondary School. However, Ms. Milligan hopes other schools and boards will get involved in the future.

Under the program, a student in Grade 11 or 12, who is interested in a particular Seneca college program, is given a list of high school courses needed to gain entry to it.

In some cases, successful completion of the high school courses can mean advanced standing credit when they enter Seneca in the future.

So far six areas of study have been linked to Seneca courses under the program — electronics, drafting (mechani-

cal), drafting (architectural), travel and tourism, office administration and day care assistant. Business and computer studies may be added later.

Articulation has been used successfully in the U.S. for several years. Ms. Milligan says it may have taken longer to catch on in Canada because there are two separate ministries for elementary and secondary schools and colleges and universities.

The new program will benefit Seneca because students will hear more about what the college has to offer to students in the North York area, she adds.

"The students should also become better prepared for college and better informed," thus increasing the chances that they'll, at least, complete their first year.



Centennial College approves \$10.3 million expansion

An architectural design for a \$10.3 million expansion of Centennial College's Progress Campus has been approved by the college Board of Governors.

As well as renovations to existing facilities at the campus, the expansion involves two and three-storey additions, totalling some 53,000 square feet.

Among the facilities planned are:

- 25 classrooms of 750 or 900 square feet each, including one for a new small business entrepreneurship centre;
- a 150-seat lecture theatre with sloping floor; and

- new engineering labs for architecture, electronics and fluid power/robotics.

Renovations to existing space include expanded chemical technology labs, engineering technology offices and a new computer-assisted instruction lab. Rooms for faculty meetings and student counselling and testing have been distributed through all three levels of the addition.

The new facilities may be ready for use by August, 1989.

University names first Vice-Rector

Pierre Boulet, Director-General of Student Services at the University of Ottawa since 1978, became the University's first Vice-Rector Administration and Services, August 1.

A Montreal native, Boulet becomes responsible for several programs including student services, buildings and grounds, security, properties management, the computing centre, communications, supplies and related auxiliary services.

Auld new president at Loyalist College

Dr. Douglas A.L. Auld, executive dean and principal at the Sir Sandford Fleming College's School of Natural Resources has been appointed President of Loyalist College in Belleville. Dr. Auld's appointment took effect in September.

Dr. Auld will replace Herbert Young, who retired on August 31, 1988, after 18 years as President of Loyalist College. Prior to joining Sir Sandford Fleming in 1986, Dr. Auld was a faculty member and Chairman of the Department of Economics at the University of Guelph.

Dr. Auld was instrumental in establishing the twinning of the School of Natural Resources and the Zimbabwe College of Forestry.

Humber offers new business program

The Independent Business Certificate, a program offered by Humber College of Applied Arts and Technology this fall, is designed for people planning to start a business, or for those already involved with a business.

The program allows participants to have their own curriculum designed according to individual goals and problems. The 32-week program will consist of modules and consultations with professionals.

Topics will include: types of business, market research, site selection, marketing plan, organizing the business, and financial management and analysis.

The program will be held at the North Campus, located at Hwy. 27 and Humber College Blvd., just north of the Woodbine Shopping Centre. For further information please call (416) 675-5000.

Correction

The new Cumberland Elementary School is in the Township of Cumberland and not Ottawa's east end as stated in the April issue of EDUCATION ONTARIO.

The school, which includes a day-care centre and facilities that will be available to the community, was built with the co-operation of the Carleton Board of Education and the township.

Follow-up



Ministry okays pact for Prescott-Russell boards

The Ministry of Education has approved an agreement for secondary school accommodation between the public and separate school boards in the United Counties of Prescott and Russell.

The deal includes the transfer of five French-language secondary schools from the public school board to the separate school board, effective January 1, 1989.

The approval follows the acceptance by Education Minister Chris Ward of a recommendation by the province's Planning and Implementation Commission to grant the Prescott-Russell County Roman Catholic Separate School Board the right to extend its system, allowing the board to provide education at the secondary school level.

"This agreement maintains the viability of the Prescott and Russell public school system, while helping to address the needs of the separate school system," said Mr. Ward.

"It enables both boards to move ahead with the education of all students, French- and English-speaking, in an atmosphere of certainty and confidence."

In 1987, the Ministry appointed a study group to examine the effects of Bills 30 and 75 on school boards in Prescott-Russell. Bill 30 completes the public funding of the final grades of the separate school system and Bill 75 provides

minority-language governance on Ontario school boards. In an "en bloc" transfer arrangement, the public school board will transfer the following French-language secondary schools to the separate school board: Ecole secondaire L'Escale (Rockland), Ecole secondaire Embrun (Embrun), Ecole secondaire Casselman (Casselman), Ecole secondaire Plantagenet (Plantagenet), and Ecole secondaire Hawkesbury (Hawkesbury).

Ecole secondaire Plantagenet will be reorganized into two sections, one English, administered by the public school board, and one French, administered by the separate school board.

The two sections will operate until a new English language public secondary school is available in the western part of the United Counties.

Based on the satisfaction of normal criteria in its capital plan, the Ministry is prepared to consider approval of a new secondary school for the Prescott-Russell County Board of Education in the western part of the United Counties starting in 1991. This facility would cost about \$6.6 million, in addition to the cost of acquiring a new site.

The Ministry will give immediate approval to a proposed addition and renovations at Vankleek Hill Collegiate Institute, a public secondary school which will remain with the public board. The renovations have an estimated value of

\$700,000.

Students from the public board will have access to shop facilities at Hawkesbury District Secondary School, operated by the separate board, until the work at Vankleek Hill Collegiate Institute is completed.

In addition, the Prescott-Russell County Board of Education will be eligible for small school and small board grants from the Ministry of Education.

The nearby Ottawa-Carleton region is also experiencing changes.

The government has passed legislation to establish a French-language school board there.

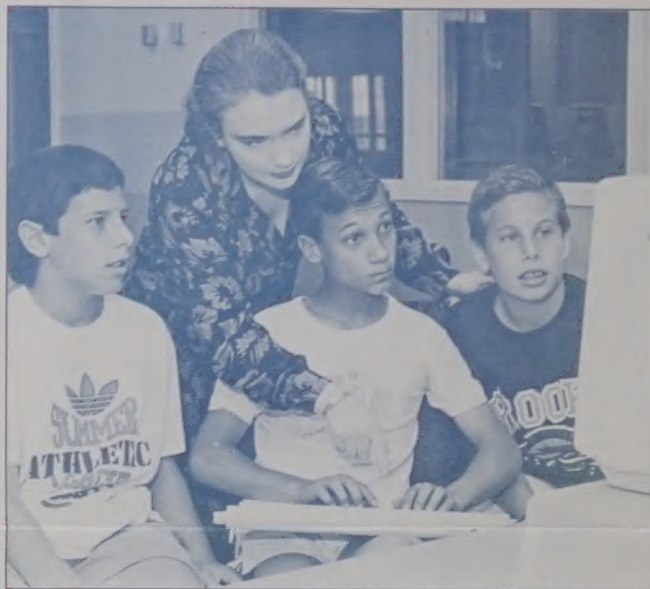
Mr. Ward commended members of the

Legislature's Standing Committee on Social Development and the number of well-prepared and thoughtful presentations it heard in helping to refine the legislation.

"Through our work today, and in the future, we will provide the best possible education for the French-language children of the Ottawa-Carleton region," he said.

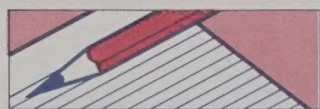
The legislation provides for one French-language school board with two sectors, one Roman Catholic, one public.

The boards will be composed of a minimum of eight elected trustees per sector, with additional trustees to be determined by a formula set out in the legislation. ■



Not all summer camps are outdoors. At the "Microcomputer Camp For Kids" held at Humber College in July, instructor Sarah Arliss gets ready to punch in a new command on the keyboard as three of her students watch the screen in anticipation.

Letters



Dear Editor

We greatly appreciate your interest in the School of Natural Resources at Sir Sandford Fleming College and wish to thank you for an outstanding piece on the School in the June edition of Education Ontario. Our need to raise the awareness of the School has had a good boost by your efforts in an excellent article.

Gayle A. Hazel
Director of College Communications

Dear Editor

The story *Unique Facility Combines School, Day-care Centre*, that appeared in the April issue and the line "the co-

operation of the Ottawa-Carleton board of Education..."

To my knowledge, the two boards of education in that area of Eastern Ontario are, The Ottawa Board of Education, and The Carleton Board of Education.

I think you should make sure that the facts are correct when reference is made to boards of education. It is hard enough for those in the field to explain the differences between public and separate, city and county boards, to the non-educational arena without our ministry adding to the confusion.

(Mr.) Leslie Jarrett
Hamilton, Ontario
(Ed. note: See correction p. 2)

Ministry extends computer policy

More computer manufacturers will be able to have their computers approved for use in Ontario schools under revisions to the Ministry of Education's educational microcomputer program.

In addition, the Ministry will undertake a project to improve software portability, so that new and existing educational software can be used on all approved microcomputers used in Ontario classrooms.

Education Minister Chris Ward says these decisions are the result of recommendations made by the Minister's Council on Educational Technology, which is chaired by Wes Graham, Dean of Computing and Communications, at the University of Waterloo.

Recent technological changes have

made it possible to revise ministry specifications so that more manufacturers will be able to have their computers approved for school use.

These changes include the updating of computer storage requirements, the adoption of Canadian and international standards for the machines and the refinement of French-language requirements. Ontario school boards receive ministry grants for the purchase of computers that meet ministry specifications.

"Our widening of the criteria, coupled with our commitment to enhanced portability, will enable us to achieve a new standard of excellence with computers in our classrooms," Mr. Ward said.

Machines approved under the revisions will join the IBM EDNET and the UNISYS ICON, which meet the ministry specifications. ■

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Stories for this issue written by Mark Kearney. Photos by John Easton and Mark Kearney. Artwork prepared by Rod Thompson.

Guest Column



Copyright law: an update

Editor's Note: James Clemens, co-ordinator of the Ministry of Education's Learning Materials Unit, provides this copyright update.

In the June issue of *Education Ontario* an article, "Copyright service offered as solution," by Richard Lee, stated that "Teachers want to be able to copy material that they feel is relevant for their students without delay. To seek written permission for every item...is time consuming and by the time permission is obtained the appropriate moment for its use has passed."

The article suggested the establishment of a collective that would give a convenient licence to schools to make copies of protected works, within reasonable guidelines, without further permission.

Since Mr. Lee's article was published, Bill C-60, an Act to amend the Copyright Act, was passed by Parliament in June. This new legislation deals mainly with the creation of collectives and the establishment of a federal Copyright Board.

A second bill containing additional amendments to the Copyright Act is promised later this fall. This second bill is expected to deal with some of the concerns of educators and librarians regarding exemptions to copyright protection.

Last winter the Ministry of Education established an Ad Hoc Advisory Committee on Copyright Issues with representatives from teachers' organizations, supervisory officials' associations, trustees' groups, and Ministry officials.

This advisory group has a three-fold mandate:

- to advise the Ministry on negotiations with a collective or collectives;
- to advise the Ministry on the impact of,

and possible response to, additional copyright amendments; and

- to advise the Ministry and to communicate to client groups the implications for schools and school boards of changes to copyright legislation and the operation of collectives.

The committee has begun to identify and clarify the issues relating to copyright and education and to become familiar with the operation of collectives in Canada and other countries.

At a recent meeting, the members of the committee learned that CanCopy, a Canadian English-language print reprographic collective, may be ready to initiate negotiations for a licence early in 1989. As a result, the committee has begun to draft a set of recommendations for the Minister regarding the conduct of the negotiations on behalf of English-language and French-language schools with a collective or collectives.

One of the next tasks of the committee will be to examine the second set of copyright amendments after they have been tabled in the House of Commons and advise the Minister of their possible implications for the education community in Ontario.

Many educators have asked: "Now that Bill C-60 has become law, should we behave differently in respect to copying of protected materials?" The answer is that, until a licence agreement is in place, educators must continue to obey the existing law as outlined in the Ministry's Policy/Program Memorandum No. 16, "Reproduction of Copyright Materials".

However, within the next two years, through licence agreements and new legislation, educators can look forward to changes that will allow schools to make copies of protected print works, within reasonable guidelines without further permission.

ince, rather each school must develop its own plan that responds to local issues and needs."

A program for guidance staff will focus on the needs of students at risk of dropping out and former dropouts who have returned to secondary school, Mr. Tidey adds. This program will also concentrate on the transition of students from elementary to secondary school and then from there to the world of work.

The program for teachers, which will also be tailored to local requirements, is expected to be developed and implemented later this year, he says.

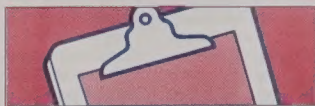
Training sessions will be conducted over two days, Mr. Tidey says, and will

examine how to respond best to the educational and career needs of students taking courses at the basic and general level and to assist them in their transition to the world of work after high school.

All training sessions for this second phase will be completed by March 1989. The Ministry is providing \$610,000 for the STRP's second phase to cover training and administrative costs.

The first phase of the STRP was successful, Mr. Tidey says, because it raised the general awareness of the drop-out problem and of the need for board and school personnel to respond to these at-risk students by providing them with alternative programs.

News Briefs



Countermeasures office gives \$600,000 to boost drinking-driving fight

Two new programs, one for high-school based student organizations, will provide up to \$600,000 over the next two years to community groups fighting against drinking and driving.

Both will be administered through the Ministry of the Attorney-General's Drinking/Driving Countermeasures Office.

"The work of community organizations and student groups is vital to the success of Ontario's fight to reduce drinking and driving. Their work has prevented the loss of many lives and saved the taxpayer millions of dollars," says Attorney General Ian Scott.

The Arrive Alive Grants program provides a total of \$200,000 at \$100,000 per year to qualified new or existing high school groups.

Program guidelines require that activities be concentrated on specific areas of prevention and education; they must be designed to promote better knowledge of

the dangers and consequences of impaired driving, and activities must also be directed towards drivers aged 16 to 24 and those who may ride with an impaired driver. Groups selected to receive funding will also spread the message that driving after drinking any amount of alcohol is unsafe.

Individual high school groups may apply for grants of up to \$1,000 to support plans scheduled for the 1988-1989 school year.

Those interested in applying can contact the Drinking/ Driving Countermeasures Office at (416) 965-7145 to obtain applications for funding. Completed applications for both funding programs must reach the ministry by October 31, 1988.

The Community Grants Fund makes available a total of \$400,000 over the next two years to qualified community-based organizations.

Reviews set for Grade 6 reading, math

The Ministry of Education will conduct reviews in reading and mathematics for Grade 6 students during the 1988/89 school year.

The process, known as Provincial Reviews, will record student achievement and the effectiveness of programs currently in use in Grade 6 classrooms.

The *Provincial Review of Reading* will focus on the range of literacy skills needed by an individual to function effectively in his or her life and will assess student achievement in the levels of meaning in reading, reading as a source of information, and reading different kinds of materials for a variety of purposes.

The *Provincial Review of Mathematics* will assess student knowledge and skills in arithmetic, measurement and geometry, including using mathematical concepts and arithmetic operations with understanding; understanding, consolidating and extending the measurement skills outlined for the Primary Division and understanding more complex spatial relationships.

The reviews will be carried out at 100 English-language schools and 100 French-language schools and will be reported publicly in December 1989.

Education Minister Chris Ward stressed that the reviews are not designed as, or intended to become, a mechanism for comparing the performance of student against student, school against school, or board against board, nor do they represent a return to province-wide standardized testing as practiced until 1967 in Ontario.

"Vista" wins award for TVOntario

TVOntario's documentary *Vista: "The Greenhouse Effect"* has won the main prize in the Educational and Instructive Films category at Czechoslovakia's Ekofilm '88, an international festival of films and television programs concerned with environmental issues.

The one-hour *Vista* special shows how human activities are contributing to the global warming phenomenon known as the greenhouse effect.

Second phase begins in dropout battle

Round two in the fight to keep Ontario students in school begins this fall.

The second phase of the Ministry of Education's Student Retention and Transition Project (STRP) involves training programs for principals, guidance department heads, and teachers to help ensure that students stay interested in school.

Tom Tidey, an education officer and manager of the project, says it's important that key people in school systems have the knowledge and skills to develop strategies for such issues as student retention and transition to the world of work and dropout re-entry programs.

The expected result of the second phase is that school boards will develop their own comprehensive plans for retaining students in school and meeting their educational needs, Mr. Tidey says.

There will be six sessions in English and two in French for secondary school principals this fall and early next year. In addition, there will be sessions for elementary school principals beginning in early 1989. The principals will be chosen by school board officials.

"The expectation is that these principals will develop a plan for the next school year, and it will be shared with their director of education," he says. "There isn't a magical solution (to lowering the drop-out rate) that works across the prov-